

Part 1 Additional Qualification Course: DPA (Daily Physical Education)

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Course Overview

This is a 6 week Summer AQ course for practicing primary, junior and intermediate (up to Grade 8) teachers to reinforce the concepts and practices of DPA (Daily Physical Activity). It will provide educators with resources both digital and text to aid in their classroom practice. Throughout the course educators will familiarize themselves with the Ontario Education Ministry Document regarding DPA and collaboratively help develop time tables to incorporate DPA into their classrooms. Educators will improve their comfort level with DPA and this course will provide them with resources and strategies to leverage in their practice. Throughout the course, educators will have opportunities to work collaboratively on group assignments and individually on learning journals and reflections. The course work will be presented in a variety of mediums from videos, to online digital resources and journal articles that will enable them to tap into some form of creativity. The ultimate goal of this AQ is to equip educators with the knowledge, motivation and confidence to incorporate DPA into their classroom routines per the Ontario Government Daily Physical Activity recommendations. The course will be delivered both in class and online through the Pepper system. Students will spend 1.5 hours a week in class (one evening a week) and the remaining required time will be spent online.



DPA Course Objective



- To introduce educators to the concepts and theory behind Daily Physical Activity
- To equip educators with the resources and tools to prepare engaging and active classroom DPA schedules
- To develop collaborative skills and self-reflection skills on the concept of DPA and physical activity
- To improve communication skills through reading responses, essays, learning journals and group units of study.



Unit Structure and Mark Breakdown

- Individual reading and response: 10%
- Partner Timetable activity: 10%
- Learning Journal: 20%
- Creativity Individual/Partnership: 15%
- Group DPA Unit of Study: 20%
- OPHEA Presentation Summary (Final Learning Essay – max 1500 words) and Oral Presentation: 25%



6 Weeks Long Range Course Overview



Week	Course Topic	Readings	Assignment
1 (Class 1 & 2)	Class 1: Introduction to DPA Class 2: DPA Resources	http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf https://www.youtube.com/watch?v=MlgnW2T43i0 https://www.youtube.com/watch?v=6XoTfvvIxAO	Learning Journal Week 1
2 (Class 3 & 4)	Class 3: DPA Resources Class 4: Timetables – making DPA fit	https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/Documents/Guidelines%20for%20Effective%20K%20Timetables.pdf https://www.youtube.com/watch?v=Z5VMThf0sM4 https://www.youtube.com/watch?v=Oxz82tQWuwc	Learning Journal Week 2 Individual Reading Response
3 (Class 5 & 6)	Class 5: Timetables making DPA fit Class 6: Types of DPA	http://www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf https://www.edu.gov.on.ca/eng/teachers/dpa_boards.pdf	Learning Journal Week 3 Partner Timetable Activity Due
4 (Class 7 & 8)	Class 7: Types of DPA Class 8: How to assess student's participation in DPA	http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf http://www.edu.gov.on.ca/eng/teachers/dpa7-8.pdf	Learning Journal Week 4 Individual Reading Response
5 (Class 9 & 10)	Class 9: How to assess student's participation in DPA Class 10: OPHEA Conference	http://getit.library.utoronto.ca/index.php/oneclick?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Assessing+Student+Achievement+in+PHYSICAL+EDUCATION+for+Teacher+Evaluation&rft.jtitle=Journal+of+Physical+Education%2C+Recreation+%26+Dance&rft.au=Kevin+Mercier&rft.au=Sarah+Doolittle&rft.date=2013-03-01&rft.pub=Taylor+%26+Francis+Ltd&rft.issn=0730-3084&rft.eissn=2168-3816&rft.volume=84&rft.issue=3&rft.spage=38&rft.externalDocID=3070650651	Learning Journal Week 5 Group DPA Unit of Study Due Begin to write OPHEA conference summary and learning essay
6 (Class 11 & 12)	Class 11: Benefits /importance of DPA Class 12: Presentations	https://www.youtube.com/watch?v=utuPQRXf-Sw https://www.youtube.com/watch?v=V81cO8xyMal	Final Learning Journal OPHEA Conference Summary Presentation Hand in Summary Essay



Assignment/Activity Explanations



Learning Journals

Learning Journals are self-reflective written or video pieces posted to Pepper privately (including the instructor as an author) that occur at the end of every week (6 entries in total). Here, educators are to reflect upon what they have learned that week and how it impacts themselves personally and professionally. This is not a task that requires peer reviewed journal articles but should show a personal growth in relation to the topic of Daily Physical Activity, their classroom and their beliefs. The Learning Journals if written should not exceed 500 words and if created as a video post should be no longer than 3 minutes.



Individual Reading Response

During Weeks 2 and 4, educators will be expected to read provided material and answer a provided question in an online forum. Educators will be expected to post their individual response and respond to two other peers responses. Initial posts should be no longer than 400 words and response to peers should not exceed 300 words therefore a concise, focused response will be the goal of this assignment. All ideas should reference a peer reviewed journal.



Partner Timetable Activity

Educators will be given a partnership where after learning about how to incorporate DPA into a classroom timetable, they will be expected to generate a timetable example for how to incorporate DPA into a schedule. Various partnerships will be assigned a variety of classroom grades (Full Day Kindergarten up to Grade 8), needs (Multiple Exceptionalities Classroom, Classroom with a student who is visually impaired, etc.) and time constraints (i.e. a classroom that can only fit it into an afternoon, a classroom that can only fit it in the morning, etc.). Timetables will be posted online for others to learn from and leverage for their professional use.



Adaptive Creativity Project

For this section, educators will be required to adopt or create a 5-10 minutes presentation on how individuals or partners can be creative in producing DPA activity in K-8 classrooms. This activity can include technology, videos, blogs, audio/visuals etc. This is aimed at expressing learning styles and multiple intelligences (kinaesthetic, spatial intelligence).



Group DPA Unit of Study

Educators will create groups of 4 where collaboratively they will plan one unit of study for a classroom setting of their choice and their grade level choice. The Unit of Study should contain 10 DPA activities/lessons and include all materials to make the unit run (i.e. music needed, pictures and instructions). All DPA lessons should contain; warm up, activity and cool down. Units of Study that extend beyond the classroom setting to a school setting will be accepted as well. The Units will be posted online for others to leverage for their professional use.



OPHEA Summary/Oral Presentation & Essay

Educators will attend the OPHEA conference together where they will be immersed in a day of Physical Activity and Daily Physical Activity learning. Notes should be taken in order to complete a summary and learning essay that will be due last class – no more than 1500 words. An oral presentation of your learning will be expected on the last day class where educators can speak to what topic they enjoyed, they learned the most about or that they struggled with. Essays will be submitted to the professor.



Summary of Constructivist Elements

Constructivist Elements within our DPA AQ Course Design:

- Leveraging both individual, partner and group work to foster collaboration
- Creating an online forum for students to share and discuss their knowledge, together building a knowledge base constructively and not just from the professor
- Providing opportunities to gain information through websites, journal articles, videos, etc.
- Exploring creative ideas to foster individual or partner project



Advantages of using a Constructivist approach & Obstacles using a Constructivist approach



Advantages of Constructivist Approach & Technology

Provides flexibility especially for working teachers, allows access at any time, allows learners to digest the information at their own pace (you can read everything all at once or go back and read bit by bit)

Collaborative, variety of formats including group work, individual work, textbook readings, videos, etc.

Students learn through their discussions together and build knowledge together rather than just gaining information from the professor

Web is the potential to engage students in creative information gap activities and real experiential learning in the form of meaningful, process-oriented projects in authentic settings.

Distance learning provides unique context that infuse constructivist principles where learners can collaborate and interact in learning experiences by virtue of physical location.

Students are more likely to retain the knowledge gained because they have interpreted and assimilated it into their previous knowledge from online forum.

Obstacles of Constructivist Approach & Technology

Procrastinators may delay until the very end having to do a large quantity of work right at the end, technology issues - freezing, poor internet connection, OR for learners in different time zones it can be difficult for collaboration

Expectations to have group work online, when the online format is primarily taken for flexibility reasons can be difficult for individuals with busy

constructivist principles is based on the experience that students have, they will tend to be one sided and as a result, students might misinterpret content and materials

Our Learning

Tamica

Working collaboratively on this task provides me with a greater understanding about content and nature of cooperation. To promote interaction, this partnership engages in several discourses using technology such as C2C forum and email. This allows for individual accountability as I ensure that I was working on my assigned role. For example, giving account for assigned task, meeting deadline, offering timely feedback to partner as needed. As a team member, working with a partner also allows for some form of professionalism. By this I mean I learn to respect and appreciate individual perspective (social skills). The idea of constructivist approach is a rich one that I tend to implement in my professional practice. I think allowing students to generate their own thoughts through observation and experiment create real life experiences for them. I have learnt that as a teacher, with this approach student's interest need to be guides as students tend to be one side and may not open to new ideas for improved learning. In short, creating a classroom environment that promotes inclusiveness and community building will aid in positive outcomes.

Stephanie

The constructivist approach is a pedagogy that I try to embrace in my daily practice as an educator. Especially working with young students ensuring that they are happy and healthy both mentally and physically becomes a large part of my practice. Without happy, healthy students the learning in the classroom is significantly impacted. Ensuring that there are healthy relationships, open dialogue and collaboration is something for me to take away and implement in my teaching. I have also grown as an educator and shifted my focus from primarily my young students to looking at constructivism with my fellow teachers, M.Ed counterparts and the staff at my school. I have learned that I am not a silo and that the information generated by a group/partnership is larger than the knowledge and information I can generate independently.